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ABSTRACT

A review is presented of the process and agenda that were developed for research in teacher education for the first half of the 1980's. The purposes of the agenda building effort are discussed and descriptions are offered of activities that took place and some of the results of the project. In discussing the overall conceptual framework which was developed to guide the 18 month agenda building process, it is pointed out that emphasis was placed upon viewing teacher education as occurring across a professional continuum as it is experienced by teachers, rather than disjointedly as it is organized institutionally. This continuum consists of preservice training and preparation, induction, and inservice education. Examples are given of teacher education topic areas in which research has been conducted, or further research is needed: (1) content of preservice education, induction, and inservice teacher education; (2) design and delivery of preservice, induction, and inservice teacher education; (3) collaboration of delivery systems; (4) social, political, economic, and cultural contexts of teacher education; (5) strategies and limitations of research for contributing to the development, design, and evaluation of the teacher education continuum; (6) present research perceptions of teachers and teacher educators as learners; and (7) how research findings can be shared and disseminated. Some recommendations are made for further research needs, and some predictions are offered of possible changes in the field of teacher education and schooling. (JD)

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A HINDSIGHT ANALYSIS OF THE NATIONAL AGENDA FOR TEACHER EDUCATION RESEARCH FOR THE 1980's

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Research and Development Center for Teacher Education
The University of Texas at Austin

R&D Report No. 3193

Invited Address, Division C
American Educational Research Association
New Orleans
April 26, 1984

SP 026495

A HINDSIGHT ANALYSIS OF THE NATIONAL AGENDA FOR TEACHER EDUCATION RESEARCH FOR THE 1980's[1,2]

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The 1984 annual meeting of AERA is indeed the appropriate time and place to reflect back on a research agenda building process that took place in 1979. This meeting is also an appropriate time and place to begin the examination of processes and proposals for teacher education research for the last half of the 1980's.

I am pleased to have this opportunity to review the process and agenda that were developed for research in teacher education for the first half of the 1980's and to contribute to the discussions about where we go from here. I'm also pleased that this session has been created to serve as a capstone on the 1979 agenda building process and the resultant activities.

Seldom does one have the opportunity to play a key role in establishing a national agenda for research. It is even rarer to have the opportunity to look back upon that process six years later and be able to report that indeed some things that are different can be attributed to that planning and agenda building effort. And, in this case, it is a pleasure to be able to report that the process and results closely approximate the ideal model for collaborative agenda setting that was espoused in the late 1979's.

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[1]An Invited Address for Division C of the American Educational Research Association Annual Meeting, New Orleans, April 26, 1984.

[2]The research described herein was conducted under contract with the National Institute of Education. The opinions expressed are those of the author and do not necessarily reflect the position or policy of the National Institute of Education, and no endorsement by the National Institute of Education should be inferred.

That this session is occurring is an excellent illustration of both the strengths and the present weaknesses of teacher education r&d in this country. The idea of having this session was independently proposed by Greta Dershimer, and Gary Galluzzo. In many ways, their ideas and independent proposal for this session reflect where teacher education r&d is in 1984 and also where it has the potential of going in the next four to five years.

Greta represents the established nationally known teacher educator who is in a position of leadership within the largest educational research association. Gary represents the "up and coming" teacher educator who is teaching at a state university and in addition is contributing nationally to the advancement of teacher education. In combination they represent the power of teacher education r&d, yet at this time, the mechanisms and opportunities to merge their expertise and visions are far too limited. In many ways, the national agenda building activities that I'm about to describe illustrate the importance of having professional associations, the Research and Development Center for Teacher Education, and staff of the National Institute of Education continually in communication with each other and sharing the tasks that are necessary to set thrusts and to coordinate activities.

Unlike many invited addresses where the speaker picks the topic, I was asked to develop a launching pad for my fellow panelists. My charge specifically was to review the purposes of the 1979 agenda building effort, describe the activities, some of the results and effects and to add my reflections and hindsights. (I also intend to insert a few of my recommendations and predictions for the next four to five years.)

These predictions and recommendations are based upon my hindsight analysis of the last six years and my own developing "maturity" as a teacher education researcher. I will leave it to the discussants to fill in the

blanks and I believe that I will have skipped a sufficient number of ideas so that there will be no end to the gaps which they will need to fill in.

It has been fascinating to look back on this process and to see the various ways in which we did it "right." There are also some surprising ways in which we missed completely. Of course, I now know some things I would do differently as well as many things that I would do in the same way. Fortuitously, the R&D Center for Teacher Education, NIE and the teacher education profession are going to have the opportunity to try again in October, 1984. So we are especially interested in your input and recommendations for ways that we can learn from the experiences that we've had in the last five years and nomination of items that clearly must be attended to in planning and projecting the next five years.

The Development of a National Agenda for R&D in Teacher Education (1979)

With the encouragement of the National Institute of Education in late 1978, several staff members from the Research and Development Center for Teacher Education began to create a process and set of planning activities that led to the proposal of a national agenda for research in teacher education for the first half of the 1980's. The process in most ways reflected the ideals of cooperative agenda building that was in vogue in the late 1970's. There was a constituency-based committee, a national invitational conference, a synthesis of recommendations out of the working conference and a series of dissemination efforts to see that the larger teacher education community had the opportunity to become familiar with the issues and recommendations that had been developed.

The Beginning

A key to the success of many of the activities of the Research and Development Center for Teacher Education has been its ongoing collegial relationship with staff of the National Institute of Education. The creation and carrying out of this national agenda building effort is an excellent illustration of how this collegial relationship has worked. As early as 1978, staff members of the R&D Center were in discussion with staff from NIE about the need to bring together various of the constituencies that were concerned about teacher education and to attempt to develop a shared agenda for teacher education r&d.

In looking back on this from the mid-1980's, the proposal seems very obvious. However, in 1978, although teacher education was receiving some scrutiny and under some attack from the media, there was no national calamity with regard to the quality of teachers, preparation of teachers, teacher testing or much in the way of minimal competency testing for students. So in that sense kudos are in order for the predictive talent of the founders of the effort since in the subsequent five years teacher education has clearly emerged as an area of national concern.

In order to develop an agenda that was truly national in scope and to have national ownership, it was necessary to create some sort of process that would involve the various constituencies and key actors. It was also felt that it was going to be important to have a substantive base to the agenda that took into account what was then understood about the practice of teaching and teacher education. In some ways the various stakeholders would need to be involved in the planning process. The development of an agenda also required some sort of procedure that would bring together the various minds and expertise from the far flung fields and disciplines that in some way

Figure 1

National Planning Committee
Research and Development Agenda in Teacher Education Project

National Planning Committee: R&DATE Project:

Domingo Dominguez
Southwest Educational Development Laboratory
Austin, Texas

Kenneth Howey
University of Minnesota
Minneapolis, Minnesota

Judy Lanier
Institute for Research on Teaching
East Lansing, Michigan

Bernard McKenna
National Education Association
Washington, DC

Richard Miller
Elkhart Community Schools
Elkhart, Indiana

J. Larry Mong
Market Street School
Warren, Pennsylvania

Orrin Nearhoof
State Division of Teacher Education & Certification
Des Moines, Iowa

Sylvia Tucker
Oregon State University
Corvallis, Oregon

Jacqueline Vaughn
Chicago Teachers Union
Chicago, Illinois

NIE Representative:
Joe Vaughan
National Institute of Education
Washington, DC

Center Planning Committee, R&DATE Project:

Oliver H. Bown
Director, Research & Development Center for Teacher Education
University of Texas
Austin, Texas

Carolyn M. Evertson
Correlates of Effective Teaching Program, R&D Center

P. Thain Marston
Evaluation of Teaching Program, R&D Center

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Gene E. Hall
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contribute to teacher education. The mechanism used was a set of planning committees.

The planning committee structure included a national planning committee, which included representatives from various of the stakeholder groups such as teacher educators, researchers, teacher associations, administrator associations, etc. This national planning committee was supported by a R&D Center-wide planning committee which consisted of representatives from each of the research program areas within the Center. To carry out the day-to-day work of the project three staff members of the R&D Center were assigned to the effort. A listing of all of these individuals and their institutional representations are included as Figure 1.

The staff and R&D Center planning committees met regularly throughout the eighteen month process. In conjunction with NIE, a set of individuals were identified to serve on the national planning committee. The national planning committee then met once for two days to establish a conceptual framework for the agenda building effort and to identify key presenters, discussants and participants who would be invited to attend a national working conference. The national planning committee then played leadership and facilitative roles as well as host of the conference. They met again following the conference to come to consensus on the topics, recommendations and issues that were emerging. The project staff then pooled their notes and developed the final report in consultation with NIE staff. The work didn't stop there. The agenda then had to be disseminated.

The Organizing Framework

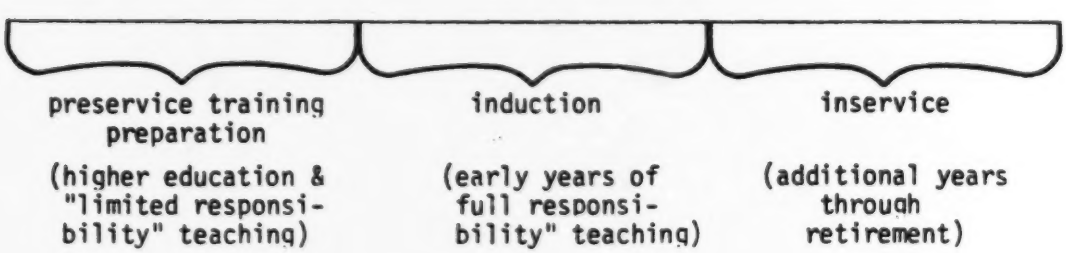
At the first meeting of the national planning committee, an overall conceptual framework was developed to guide the eighteen month agenda building process and to serve as an organizing framework for the invitational working

conference. In many ways this organizing framework represents the first key substantive contribution of the agenda building process. Basically, the framework consisted of two dimensions, the professional continuum and key topic areas.

The first dimension that the national committee members felt was extremely important was to place heavy emphasis upon viewing teacher education as taking place across the professional continuum. It was emphasized repeatedly that when teacher education is viewed from the point of view of the consumer, the teacher, that it is a continuum of experiences ranging from preservice training, to initial inservice experiences (which in other countries has been referred to as induction) and on to the career-long inservice teacher education experiences.

In contrast to how teachers experience it when teacher education is viewed institutionally, it is organized in discrete chunks. Colleges of education focus primarily upon preservice, the initial years of inservice tend to be ignored by either schools or colleges and the career-long inservice is the primary responsibility of local school districts. The national planning committee felt it was extremely important to place more emphasis upon viewing teacher education as occurring across a professional continuum as it is experienced by teachers rather than disjointedly as it is organized institutionally.

Figure 2: Teacher Education Continuum



The second dimension for organizing the agenda building process was a series of seven teacher education topic areas. These topic areas were developed out of the extensive discussions by the national planning committee meeting about the priority knowledge bases for teacher education. There was surprising consensus on these topics (see Figure 3).

In hindsight, these topic areas still make sense. As I'll elaborate upon in the last half of this paper, unfortunately, it does not appear that each of these topic areas has received concentrated attention in the intervening period. I suspect that the number of areas identified is too large for each to be addressed as a national priority. Yet, there has and continues to be relevant research in each of these areas.

The Invitational Conference

Once the organizing framework was set out, the national planning committee focused on the design and process of the invitational conference which took place in Austin, Texas in January, 1979, with the title "Exploring Issues in Teacher Education: Questions for Future Research." The national planning committee developed a conference process which began with presentations of brief, ten "no more than fifteen" page prepared papers by experts in each of the topic areas, which were followed by two prepared discussant commentaries. The conference participants were divided into working groups to review the presentations and to develop recommendations. The conference participants included key opinion leaders, researchers, practicing teacher educators, teachers and representatives of other constituencies who were involved with and concerned about teacher education. These other groups included representatives of the teacher associations, state education agencies, federal government agencies and scholars from other countries.

Figure 3

Teacher Education Topic Areas

I.	Content:	What does research and development suggest for the content of preservice, induction, and inservice teacher education?
II.	Process:	What are the present conceptual and empirical perspectives on the design and delivery of preservice, induction, and inservice teacher education?
III.	Professionals as Learners:	What does present research and theory say about teachers and teacher educators as learners?
IV.	Collaboration:	How do the various roles and various substantive and process areas work interactively to design, deliver, and assess preservice, induction, and inservice teacher education?
V.	Context:	How do social, political, economic, and cultural realities affect preservice, induction, and inservice teacher education? How can theory and research address these realities?
VI.	Research:	What are present strategies, promises, and limitations of research for contributing to the design, development, and evaluation of preservice, induction, and inservice teacher education?
VII.	Change/ Dissemination:	How can research knowledge and products be shared collaboratively and effectively with constituent role groups and how can practical application to improve real-world teacher education practice be facilitated? How can we increase the knowledge base about the change process in order to accomplish the above?

The conference itself was a three and a half day "happening" with a half day devoted to each of the seven topic areas. Within each half day, one half of the time was spent in the delivery of the prepared papers and discussants' comments. The other period was used by all participants in assigned working groups to develop a priority list of researchable questions and related issues.

The conference itself was one of those exciting and tense professional activities that occur too rarely. A powerful group of practitioners, researchers and policy makers who were concerned about their profession came together with enthusiasm and intensity to grapple with the charge that they develop a national agenda of researchable issues. The tone was one of collegiality and confidence about the promise of the future.

The 150 very able participants represented an array of characters and clusterings of individuals. They all were well intentioned and many held strong beliefs with regard to what the priorities and directions should be. Yet, it was satisfying to note how well everyone worked together for the common good.

There are many anecdotes that could be shared from around the edges, and some that are best left undocumented. For example, there was a very heavy rainstorm just as one day's meeting was coming to an end, thus, necessitating that all the participants become totally drenched in moving from the conference site to where the buses were parked. (This may have been a message from a higher authority about the quality of discussions that day.) There were also the basic logistics around organizing a conference such as this. For example, early in the fall we had heard the rumor that there was a developing paper shortage due to an extended strike in the lumber industry. Although we were repeatedly assured by the University purchasing office and

various vendors that there would not be a shortage of copy machine paper in early January, we stock-piled a large supply of copy paper in early October. The rumor turned out to be true and if we had not had our stock-pile, we would not have been able to obtain photocopy the presenters' papers. There was no paper to be found anywhere. On the individual participant level there were concerns ranging from interest in country dancing to the request of one internationally known researcher for some specialized smoking material. Being efficient conference hosts, the Center staff smoothly handled all requests.

All in all, I think everyone remembers the R&DATE conference as having been a professional success and a special moment. The charge of the national planning committee, the Center planning committee and the Center staff to then develop a synthesis out of the planning process and conference proceedings was awesome. Yet, the national planning committee reconvened six weeks after the conference and the conceptual organizing framework and a proposed agenda for research and development in teacher education for the first half of the 1980's was determined.

The National Agenda -- 1979-1984

A synthesis document "A National Agenda for Research and Development in Teacher Education 1979-1984" (Hall & Koehler, 1979) was developed and published through the Research and Development Center for Teacher Education. In this document the organizing conceptual framework for the planning effort is described. In addition, the recommendations and proposed research strategies are described. Perhaps the overall goal of the planning effort is worth quoting here.

> The recommendations are offered with the long-rage goal in mind of helping all children receive the best formal education possible. This can be facilitated by educating teachers so that they can be more effective with students. Put most simply: the goal of this

report is to promote understanding of and improvement in teacher education practice through research.

Two sets of organizing statements were developed that are as on-target today as they were when they were developed in 1979.

The first set deals with a number of major themes which arose throughout the planning process and that emphasize the multi-dimensional perspective that was taken in developing the research agenda. These themes are summarized in Figure 4.

A second set of recommendations had to do with the research strategies that should be employed and some of the priorities that should be taken into consideration in the design of studies. These priorities are summarized in Figure 5.

With these as background a series of priority research topics were described and sample research questions were outlined under each topic. All of these materials and research questions had emerged out of the working groups, the prepared papers and the ongoing discussions of the planning committees. The research topics and sample questions are listed as Figure 6. Note that in general these topics areas reflect the organizing framework and the topics areas are identified there. This was encouraging to the planning committee members since they felt that the invitational conference had confirmed their organizing framework and had brought additional clarity and knowledge to filling out each of the topic areas.

Dissemination of the National Agenda

All too frequently agenda building activities such as the one described here end with there being a minimum of follow-up. A final report is written and that is the last that is heard about it. I am pleased to report that in the case of this agenda building process a series of dissemination steps were

Figure 4

The Preservice-Induction-Inservice Continuum. Teacher education has often been conceptualized as taking place at one time; i.e., at the college campus during preservice training. However, the process is more appropriately represented as a broad continuum of activities, both formal and informal, which range from preservice to induction and on to retirement. The professional and personal development of teachers is beginning to be viewed as a career-long process.

Changes in Influences on Teacher Education. Teacher education is no longer under the sole auspices of the professors of education on the college campus; many different groups are becoming actively involved in governance and delivery. These include teachers and teacher organizations, administrators, school boards, state education agencies, legislatures, staff developers in school systems, curriculum consultants, field personnel of intermediate units, staffs of labs, centers, and teacher education centers.

Different Research Emphases. Descriptive research, theory-building, and synthesis activities are clearly needed in some areas of teacher education, while in other areas, comparative, experimental, and improvement studies may be in order. In still other areas, established research-based knowledge is available, and studies are needed to determine the extent to which information can be of immediate use in teacher education practice.

Diversity of Ideologies. Among the many actors involved in teacher education, there is some diversity in ideological perspectives. Some of these are, to some extent, supported by research evidence. Other ideologies appear to be more perceived than documented or even articulated. However, each is viable and has strengths to offer to increased understanding of teacher education.

The World of the Teacher Educator. Teacher education practitioners are a diverse and multi-faceted group. The location in which they do their work varies, some being based in institutions of higher education, others being school-based. The point along the continuum at which they do their work is varied, as is the extent to which teacher education is a full-time or part-time responsibility. Furthermore, many teacher educators appear to work in isilation with little communication about the pedagogical nature of their work on a local, regional, or national level. They may, however, have some contact with colleagues in relation to a specific aspect of teacher education, such as the teaching of reading. Cumulatively, there may be a significantly large body of knowledge about teacher education practice and what is effective at various points along the continuum, but it is apparently not shared across the profession.

The Individual and/or Collaboration. Collaboration is being encouraged and, in many cases, practiced in both the conduct of teacher education and in limited research and development activities. Thus, a range exists, from individual activity in the field to highly collaborative efforts involving teachers, researchers, and other educational personnel. These diverse activities have the potential to concurrently relate to research and development efforts.

(Figure 4 continued)

The Knowledge Base. The existing knowledge base about practice in teacher education is held in a fragmented fashion by specialists in many different areas--adult learning, reading methods, staff development, etc. Knowledge about the practice, the consequences of different approaches, and different theories and models for research and practice does exist in ranging degrees, but this knowledge is not fully described or compiled in any usable format or central repository.

Women and Minorities. Important to both research and to practice in teacher education is the involvement of women and minorities as researchers and practitioners. Their involvement is a cornerstone of the plurism that must be fully considered in future research and development efforts.

Multicultural Dimensions. Teachers and teacher educators come from and work with different cultures. Multicultural aspects of teacher education are clearly in need of research. Those dimensions must be reflected, whenever appropriate, in the design of research studies and in teacher eduation practice.

Figure 5

1. Teacher Education as the research area. Many educational research studies can be associated with or have implications for teacher education. However, in this agenda, the area of research is specifically teacher education. Teacher education encompasses the continuum from preservice (which normally consists of undergraduate professional preparation) to induction (the first few years of "full responsibility" teacher) to inservice (the career-long development and education of practicing teachers). A key issue is why this continuum is not better understood and articulated. Research should address questions that pertain at all points on the continuum and perhaps even examine points beyond both ends.

2. Knowledge base synthesis. Knowledge about practice is available from many sources that has not been documented. Knowledge is available in different specialities that deal with the training of teachers. There is a knowledge base in education research, aspects of which are relevant to teacher education. There is research knowledge outside of education that is relevant. At this time, this knowledge base is neither formalized nor shared across groups of researchers, practitioners, policy-makers, or members of the teacher education profession. In many instances, this information must be documented and synthesized before teacher education "research" can be fully informed. Descriptive syntheses and analyses of the existent knowledge bases across the diverse memberships and the multitude of teacher education activities is urgently needed.

3. Pluralism, an essential element of both teacher education practice and of research and development. Both teacher educators and teachers must be prepared to respond adequately to the demands of student, cultural, linguistic, and other pluralistic conditions of our society. They must be able to meet the need to maintain the cultural integrity of diverse populations, or to comply with social and legal mandates (such as PL 94-142). It is crucial that this pluralism be recognized and acknowledged by the research community, both in the manner in which study issues and techniques are chosen and in the personnel and instrumentation used to conduct, analyze, and interpret research.

4. Emphasis on descriptive rather than improvement-oriented research. Although diversity in types of research is warranted, there is an urgent need for more descriptive research. Various knowledge bases require synthesis. There is need to better understand the nature of the teacher as learner and the change processes that take place during teacher education. Relatively little is known about many aspects of teachers and the extent to which they are independent or interdependent. As a complement to descriptive work, conceptual, analytical, and hypothesis-building activities are crucial as a basis for grounded theory development. This recommendation is not intended to discourage improvement oriented research in those areas where evidence appears to warrant it (e.g., studies of the influence of teacher education programs developed from hypotheses derived from teacher effects research). This assertion, however, is based on the need for a clearer picture of the important

(Figure 5 continued)

variables and their possible relationships.

5. Use of both quantitative and qualitative methodologies. The multi-dimensional nature of research needs in teacher education also calls for many types of research methodologies. Diverse approaches should be encouraged and used when appropriate.

6. Collaborative involvement in research. Given the complex nature of the issues and the need for multiple perspectives, all phases of teacher education research should include collaboration among many parties. There are valuable skills and insights to be gained from teachers, teacher educators, staff developers, administrators, and others. These must be capitalized upon, when appropriate, if maximum benefits are to be gained in accuracy, credibility, and usefulness of research efforts.

7. Involvement of teacher educators in particular in teacher education research. Teacher educators are the practitioners of teacher education. School-based teacher educators, higher education teacher educators, those in intermediate units, associations and other agencies should be involved in designing, conducting, and analyzing research. Their needs and perspectives will be of great assistance, not only in determining the questions, but also in interpreting the findings.

8. Weighing of costs and benefits. The potential topics for teacher education research should be carefully weighed in terms of the costs for conducting research and projected potential benefits to be derived. Limited budgets are a present-day reality. It would make little sense, for example, to examine the effectiveness of a teacher education approach which utilizes resources or materials that are very expensive or are unavailable to a vast majority of programs. While this type of individual program could justify an evaluation of its own effectiveness, the investment of non-local funds would be generally ill-advised.

Figure 6

Priority Topics for Teacher Education Research and Development

I. Research on Teacher Educators as Practitioners

- A. Clearer identification of characteristics of teacher educators
- B. What is their role?
- C. What are their effects? [What kinds of teacher educators engaged in what kinds of teaching have what effects upon what kinds of (prospective) teachers in what contexts?]

II. The Teacher Education Continuum

- A. Theory-practice balance
- B. Program initiation and control
- C. Optimal, differentiated training across the career life cycle

III. The Content of Teacher Education

- A. What is the present content of teacher education?
- B. What content should teachers be imparted at different times along the professional continuum? On what basis should this content be derived?
- C. Is the preservice-induction-inservice continuum really an appropriate concept, or are there basic differences between effective learning processes and useful content at these various phases of teacher education?
- D. What is the basis for decision-making used by teacher educators for selection of content?
- E. What are the interaction effects between content, process, purpose, and learner characteristics?

IV. The Process of Teacher Education

- A. There is a need to define the process of teacher education and the alternative models possible to accomplish this process.
- B. What are the most important moderating factors (i.e., teacher attitudes, teacher characteristics, situational characteristics, content characteristics) that determine the effectiveness of any given process of teacher education?
- C. What processes, procedures, or settings are appropriate for teachers at different stages of development towards becoming a competent teacher?
- D. What are the variety of instructional processes which can be employed in the education of teachers and to what extent are they currently employed?
- E. How do teacher educators learn about the content or process of teacher education?
- F. How can the process of teacher education be made integrated and continuous as opposed to segregated and discrete?

Figure 6 (continued)

V. Context

A. The need for theoretical and conceptual development
B. What variables in the work setting are the most powerful determinants of teacher behavior?
C. In what ways does the place of the college of education within the university or college community and relaxed factors (e.g., reward structures, prestige, autonomy, college organization, etc.) affect teacher educators and their programs?
D. What can teacher education do to prepare teachers to function in and improve the context of schools in which they work? What should be the elements of such a program?
E. What are the identifiable institutional characteristics that produce psychologically mature adults and successful classroom teachers at the entry level and beyond?
F. The economics of teacher education
G. How do context variables impinge upon teacher education research?

VI. Professionals as Learners

A. What is the knowledge base about adult learning and development? What are the implications for current practice in teacher education?
B. Professional socialization--how and by whom are the "norms" and role conceptions of the teaching profession transmitted, maintained, and changed?
C. Personal characteristics--what personal-professional characteristics predict educability/trainability, professionalism, training effectiveness, satisfaction, and longevity at various stages in the teaching life cycle?

VII. Collaboration

A. What are necessary conditions under which collaborative efforts can be effective? What conditions would maximize usefulness of collaborative research, at what contextual levels?
B. How feasible is collaboration? Collaboration sounds good, democratic, and otherwise virtuous, but what are the necessary conditions to support various types and levels, for what purposes, and at what cost-benefit ratio?
C. What type and level of collaboration is optimal for the design and conduct of teacher education/staff development programs? Of teacher education research?
D. Teacher collaboration with other partners inherent in the work of a teacher is collaboration with many adults in different role groups. What are the characteristics, conditions, and strategies for these different collaborative models?

VIII. Research Methodology

A. Research methodology questions
B. The actors in teacher education research
C. Some substantive questions

Figure 6 (continued)

IX. Change/Dissemination

A. Research in the improvement of practice
B. Teacher education as a primary discipline
C. Linking teacher education research and development outcomes with teacher educators.

accomplished. There were also a series of informal and serendipitous follow-up activities and events that made it possible for this agenda building effort to contribute to policy and teacher education research during the last five years.

As was mentioned above, a synthesis document was prepared and published by the R&D Center for Teacher Education (Hall & Koehler, 1979). In addition, presentations were organized for meetings of AERA and AACTE. Also, the prepared conference papers and discussant remarks were published as a separate volume (Hall, Hord & Brown, 1979). Another means of dissemination was an article on the national agenda that was published in The Journal of Teacher Education (Hall & Hord, 1981).

There were ongoing discussions amongst the various actors who had participated in the conference. These and the print documents have continued to be cited in presentations and recommendations of others (for example see, Justiz, 1983, 1984). Thus, over the five year period of the agenda's proposed life, there has been a continuing effort through print and presentations at professional meetings to share information about the agenda and to stimulate further discussion.

IN HINDSIGHT: THE VIEW FROM 1984

I would argue that the entire agenda building process from inception through the national committee planning meeting to the holding of the invitational conference and its related working groups and prepared papers, to the dissemination of consensus synthesized recommendations was textbook perfect in terms of what we understood and believed about agenda building in the late 1970's.

Now it is 1984, and it is an appropriate time to look back upon that process, the resultant dissemination activities and the directions that have taken place in teacher education r&d. At least a tentative summative judgment can be made about the process, the agenda and its subsequent effects which will be done in the remaining parts of this paper and by my discussant colleagues[3].

At this point, I am even more impressed with the foresight of the participants in 1979. Since 1979, teacher education has become a hotter and hotter topic. There has been increasing national attention and examination of teacher education on the part of legislatures at the state and federal levels, the media, the public at large, and various other stakeholders. Clearly, the activities in 1979 were anticipatory and had the potential of encouraging development of the knowledge base that has since been demanded for shaping new policies. So what have been the effects of the 1979 agenda building effort?

I am pleased to be able to report that there have been some! As a good Vermont neurotic, I also have to consider the ways that we should have done more to provide the research base for guiding the policy decision-making that is currently underway. At the same time, I don't think we could have provided research to undergird all of the policy issues that are now being explored but I do believe that we could have been doing more than we have.

In this section, I would like to describe some of the effects that we've had and reflect on some of the ways that I would see doing things the same and different another time. As a final commentary, I shall go out on a limb and offer some of my own extrapolations about what we should do in the next five

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[3]Gary Galluzzo, Gary Fenstermacher, Virginia Koehler, Greta Morine-Dershimer.

years. Then my colleagues on this panel will have plenty to reflect upon and to pull together as we head into an increasingly critical time for teacher education and research and development on teacher education.

The Process

Clearly, the process worked. A wide range of participants were involved in the design, planning and conduct of the agenda building activities. Having a national planning committee of able and dedicated representatives of the stakeholder groups was effective. The process and mechanism for wide input resulted in a much more robust conceptualization of the process and resultant recommendations.

Of course, my enthusiastic recommendation for this kind of collaborative consensus building process must be tempered by the memories of the moments of frustration in working through the various strongly held interests and preferences of the various participants. My Center colleagues more than once heard me refer to the effort as, "That damn conference." But in the end the gains were well worth the expense.

One area in which there would need to be a shift in the design, although I'm not sure how this would be accomplished, would be in the composition of the conference participants. The participants were in large part the nationally recognized leaders and doers in relation to teacher education. However, it is my observation five years later that these "doers" have not been the ones doing the bulk of the r&d activities that were proposed in the agenda. Graduate students and persons who are earlier in their careers are doing the most. Thus, one recommendation for future agenda building efforts would be to involve more of the "up and comers" in the process, since in this case at least they have been the ones who did most of the production afterwards.

Clearly, the process resulted in a robust set of recommendations and having the prescriptive structure for the prepared papers resulted in a very useful set of background papers and a best selling monograph.

Using the R&D Center staff as the nucleus and the R&D Center in conjunction with NIE as the host agencies worked very well. It also appears that the combination of a small planning committee to provide continuity, a support staff and a national invitational working conference worked well.

No Mention Of

As a predictive tool, there have been some low scores in the reliability and validity of this agenda building effort, although I suspect that we did as well as the futurists and better than many individual experts. Clearly, teacher education has become a high priority, thus, the focus of the agenda building effort and the nominated research priorities could have a great influence upon policy developments that are occurring right now. Unfortunately, the research agenda that was developed was not uniformly and unanimously acted upon by the teacher education research community. I am at a loss to explain what more could have been done at that time to bring this about.

For our part, a new research program based upon the agenda and directed by Gary Griffin was established at the R&D Center. The staff at NIE did develop a series of RFP's and related projects that were based in part on the agenda building effort. Yet, the profession at large did not go out of its way to follow through on the themes and recommendations that they had helped generate. In fact, research and development in teacher education has continued to be of relatively low priority. So once again education policy decisions are being made in the absence of a research base. I believe the

potential was there for research to more directly inform some of these policy developments.

As futurists, the conference participants, the national planning committee, and the R&D Center staff failed to identify and anticipate such topics as 1) competition, the emergence of the perception that the Japanese and Europeans are out producing our schools, 2) the national movement towards the adoption of microcomputers, 3) merit pay, 4) career ladders, 5) teacher evaluation, and 6) further cutbacks in the support of preservice teacher education. In these areas as futurists we clearly failed.

In another sense, the topics and domains organized and developed in the national agenda were enduring. They did not turn out to be short-term fads. They provided a reasonably solid and coherent basis for developing research based knowledge that transcends the pressing issues of a particular moment in time.

There is a large time lag between development of recommendations for research, doing the research and reporting findings. It is only now that it is reasonable to expect a ground swell of reports of studies that in some way address questions and priorities that were identified in 1979. It takes that kind of lead time to become aware of priorities to prepare and conduct studies and to interpret and report findings. Because of the time lag in the effort, there should be more continuity to agenda building, rather than having it occur only once. For example, if there were to be a new agenda building effort that would be built upon the 1979 one and was intended to extrapolate to the needs of the last half of the 1980's, it might be possible to preserve continuity and to increase the interconnectedness between the various individual efforts.

Some Strong Effects

The above discussion reflects some of the less successful predictions of the agenda building process. In other ways we were "spot on." For example, the emphasis on the teacher education professional continuum was clearly timely and is increasingly thought about and represented in the writings and work of researchers, teacher education practitioners and policy makers.

Related to this has been the increased emphasis upon the induction phase within the United States. Before the last several years there were few notable studies of beginning teachers (e.g., Ryan, et al., 1980). The chief studies of the life and needs of beginning teachers had been carried on in the United Kingdom and Australia (Tisher, 1979). Now, five years later, it is possible to identify states such as Oklahoma, Virginia, Georgia and Florida where special programs and legislative actions have been targeted directly at the first one to three years of a teacher's career. In addition, several research studies have been launched and a symposium was hosted jointly by the R&D Center and The Journal of Teacher Education at an earlier meeting of AERA to highlight the need for more work in the induction phase (1982). In this area, I feel that the national agenda building activity and resultant dissemination efforts did contribute. There has been increasing awareness of the induction phase and that teacher education must be viewed as taking place across a professional continuum.

A related emphasis in the agenda building effort that was the focus of a great deal of discussion at the time and is still at least implicitly is a problem in our profession is defining the role of the teacher educator. Teacher educators traditionally have been thought of only as being college faculty. However, as a part of discussions around this agenda building

effort, it was strongly emphasized that teacher educators are not only college faculty but also include school-based staff developers, and many who are located in other agencies such as intermediate units and state education agencies. There is a role of teacher educator that is not place bound or position bound. Teachers as well as principals can be teacher educators.

A related question that was hotly debated in 1979 was, who were the "practitioners" for this agenda building effort? The staff at the R&D Center strongly argued that teacher educators were the practitioners, not teachers. In terms of the development of a research agenda in teacher education teachers are the "clients" and teacher educators are the practitioners. This position was not readily accepted by all parties.

This all relates to an emerging theme for which the agenda building effort has been a contributing factor. That is, the establishment of teacher education as a legitimate field for research. Until recently, research in teacher education has been done primarily as part of a subject area such as reading or science or in terms of fields such as educational psychology. It is now becoming increasingly acceptable and certainly desirable to conduct and report studies of teacher education. Hopefully, it will even become more possible. Through such activities as the 1979 agenda building effort and the recent activities of Robert McNergney, Sam Yarger, Sharon Oja, Joe Vaughan and others to establish a division within AERA for teacher education, research and development in teacher education r&d should increase in quantity and quality. It is conceivable that teacher education can gain the credibility and quality of membership to have more and better research and development activities in its own right. As the field becomes legitimate, it will be even easier to implement a national agenda for research and development in teacher education and to have studies that do accumulate.

In summary, the case can be demonstrated that the agenda building effort yielded relevant priority issues, topics and recommendations. That indeed there have been effects of the effort and that in some areas there were valid predictions of future emergent issues. In some areas future priorities were completely missed. And, some topics have emerged that were not anticipated. More importantly, the research that has been going on has not been sufficiently orchestrated or coordinated to accumulate and be readily available to influence the policy decisions that are being made at this time.

All in all, though, it was a darn good investment of NIE, the R&D Center and professional resources.

PREDICTIONS FOR THE REST OF THE 1980's

As promised I have reserved the last section of this paper for presentation of my predictions and extrapolations for the last half of the 1980's. I'll not promise to do as well as we did in 1979, but at the same time I am reasonably confident that at least in terms of the present picture the issues and predictions that are described below are reasonable.

Programs: Clearly, determining who will be the primary teacher educators in induction programs is going to be critical. Although there will continue to be questions about the necessity of pre-baccalaureate college programs, I can't believe that they will disappear. Inservice teacher education, on the other hand, appears to be fairly well entrenched in the hands of local school districts, their staff developers and to some extent intermediate units. I continue to believe that in the long run, teacher education will come to be organized institutionally in a way that reflects the professional continuum (Hall, 1982). But this will not happen in the next five years.

Research: Presently, each teacher education study is done in isolation,

which is unfortunate. If we could focus on two or three priority areas, develop mechanisms for dialogue and encourage collegiality then we would have a chance of accumulating knowledge across studies and begin to develop the research knowledge base about teacher education that is so sorely needed. This could be done in the same way that occurred with classroom research in the 1970's. For this to occur in teacher education will take the leadership of NIE, just as it did for the teaching researchers.

Commissions and Examinations: The recent volley of national commission reports and study recommendations have not dealt heavily with teacher education issues. There certainly are implications for teacher education, however, teacher education especially at the preservice level is not targeted directly by most of the reports. And, these reports by themselves are not going to change practice.

Concurrently, we are seeing a large amount of legislative activity by the states. There are specially appointed committees exploring the redesign of preservice, implementing activities for the induction phase, creating various career ladders and developing teacher appraisal systems. There is also a trend toward increased standards with regard to entry and exit from preservice programs and certification of inservice teachers which leads to another prediction.

A Return to Decreasing Standards. The current emphasis upon increasing entrance and exit requirements for preservice teachers and increasing standards for the assessment and licensing of inservice teachers is certainly admirable. At present there are minimal checks on the qualities and continuing competence of teachers and at the same time the complexity and responsibilities inherent in the position are increasing. However, there are two related phenomenon that I predict will lead to the watering down of these

new standards. The first is the arrival of the next school enrollment bulge. More students will lead to the need for more teachers. Related to this is the graying of the teacher population which will lead to an increasing number of retirements in the near future. These two factors alone will increase the teacher shortage. When the higher standards come into conflict with the decreasing supply of teachers, I predict that loopholes will be created such as emergency certificates, accelerated programs and lower standards, in order to provide enough bodies. At that point, teachers will likely receive even less pedagogical training than is presently offered.

One solution that may emerge will be similar to what happened in China following the Red Guard Revolution. One consequence of that revolution was that an entire generation was not trained in the professions. This has now resulted in doctors of retirement age being required to continue practicing medicine. There simply is not a sufficient number of doctors trained at this time to replace them. A similar solution could be part of the scheme to maintain the teaching force during the next education crisis.

Teacher Evaluation. Another reasonably safe prediction is that the demand for an increased knowledge base and related tools for assessing teacher competence will escalate. The different systems that are being created to evaluate teachers and to advance teachers through career ladders require increasingly sophisticated and subtle as well as reliable and valid systems for assessing teacher performance. Clearly, the present dependence on test scores and accumulation of inservice credits will have to be replaced with performance and job responsibility audits. This also can lead to a shift in terms of our thinking about minimum competence. More consideration will have to be given to various advanced proficiency levels and estimates of growth in quality.

Improving Preservice Teacher Education. Preservice teacher education has clearly taken the brunt of the recent attacks on teacher education. In fact, not only the public but most educators restrict their operational definition of teacher education to preservice and blame "all those education professors" for all that is wrong with America's schools. It is too bad that teacher educators do not have the awesome role that these critiques imply. The reality is that it is not reasonable to expect 30 hours of professional education courses to off set the other 90 credit hours in the baccalaureate program or all the other educational experiences of a beginning teacher's first 20 years of life. Further, even the effects of the most powerful preservice program are probably washed out by the much more powerful indoctrination that is presently offered in the induction phase by the employing school.

At the same time, it is obvious that preservice teacher education is not doing anywhere near the quality of job that it should. This conclusion does not necessarily lead to the recommendation to do away with preservice teacher education which has been the "solution" proposed all too frequently. Because a factory is producing a low quality product does not mean that the product is not needed. Rather steps should be taken to improve the quality of production. It should not be that difficult to argue the importance of having preservice teacher education and that there is a substantial knowledge base that should be included. A reasonable case can be made for increasing the amount and intensity of preservice teacher education experiences. As one response, I think we will see more expanded programs during the next five years.

At the preservice level part of the problem has been the steady erosion of resources and capabilities of schools, colleges and departments of education over the last ten years. SCDE's have taken the brunt of the

criticism for what is wrong with schools and teachers. At the same time they have experienced a downward spiral in terms of resources. This has led to the elimination of laboratory schools, cuts in the size of faculties, removal of janitors, etc. One of the consequences of this series of events is that the present faculty and institutions are not "up to date." And they do not have sufficient resources to deliver the kind of preservice teacher education experiences that we now know how to deliver. There is also the concurrent pressures from other interests on a college campus to restrict growth in the professional education offerings.

Some sort of Marshal plan for teacher education is needed to revitalize the capabilities of SCDE's to deliver preservice teacher education. We need need to update the knowledge base and pedagogical skills of teacher education faculty. Faculty development programs could be offered by the regional laboratories and national R&D Centers, AACTE, ATE or AERA. There could be regional teacher education clinics. Computer networks and a National Diffusion Network for teacher education have been proposed before. Perhaps we should create a substitute faculty to take over for a teacher education faculty while the incumbents and their administrators spend a period of time at a Teacher Education Update Center (TEUC). Retooling programs and related fellowships could be developed so that faculty could become skilled in newly emerging areas such as classroom management and instructional uses of technology. Various tactics and strategies will have to be tried. One other would be to create teacher education "county agents" or technical advisors who would conduct workshops, provide coaching and link teacher education faculties with the findings of recent r&d activities.

A related step I would like to see the R&D Center for Teacher Education and NIE take part in the creation of six to eight demonstration centers for

experimentation in preservice teacher education. The R&D Center with the assistance of NIE could serve as a catalyst and support system for these kinds of efforts. If these teacher education laboratories were strategically placed it would be possible for them to serve as regional resources for other SCDE's to update their teacher education knowledge and clinical expertise.

Another strategy could be to design a series of national efforts to strengthen particular parts of preservice teacher education programs. One service could focus on linking those who are concerned about methods courses. A different methods course could be examined each year so that over a period of years all the methods courses would be updated. Key research, program development and accreditation efforts could be synchronized with the examination and dissemination activities could also be paced accordingly.

New Designs for Preservice Teacher Ed. The last round of innovative activity in terms of national attempts at program development occurred around the competency-based teacher education movement, Triple T programs and the early days of Teacher Corps. All of these were pretty well phased out by the mid-1970's. Since that time there has been continual retrenchment and few avenues by which teacher educators could update their skills or be supported in program innovation.

I predict that we are now on the verge of a new round of experimentation and program development. For example, the University of Florida's Pro Teach Program and the new program at the University of Maine along with extended programs at the University of Kansas and elsewhere represent some definite moves away from the conventional program.

A promising conceptual effort related to the redesign of teacher education is being directed by colleagues of mine at the R&D Center. William Rutherford, along with Walter Doyle, Gary Griffin, Heather Carter and myself

are developing a proposal for a new model of teacher education that would take into account what we have learned through research and development activities in the last ten years. We plan to unveil our thinking about this new model program sometime in the fall.

I am more optimistic than in 1979. It appears that we are at the beginning of another round of innovative activity in terms of preservice teacher education. What will be needed is a related set of research studies to advance the knowledge base and to document the strengths and weaknesses of these alternatives. These findings would contribute to an accumulating knowledge base and lead to further refinement and revitalization of teacher education across the professional continuum.

Research Designs. Obviously one of my beliefs is that research can make a difference. I also believe that research studies should not be done in isolation, or one at a time. Each study will have more power if there is an accumulation of findings across studies and if many of the studies are interrelated in some form or fashion. This leads to the suggestion that there needs to be an ongoing process of national agenda building and priority setting. We should replace the irregular spurts, slow downs and over reactions to some fads (e.g., microcomputers) and neglect of basic issues (e.g., creation of mechanisms that increase the status of teachers and teacher education) that is the present way of advancing research. Strategic planning and programmatic continuity are sorely needed.

Yet, all topics are not subject to research and we must keep in mind that research takes time. We cannot anticipate every policy need and some phenomena do not lend themselves as easy to systematic study.

One area that has emerged during the last five years as a science (Kuhn, 1970) is research on teaching. The methodologies and findings from research

on teacher and school effectiveness do aggregate. Now it is time to support the transfer of these methodologies to studies of teacher education and teacher education effectiveness. What are the characteristics, parameters and functions of more effective teacher education programs? For that matter, what are the criterion that will be used to determine effectiveness of teacher education programs? What do more effective teacher educators do? How do we establish a national teacher education effectiveness movement? Why shouldn't we apply what we have learned about studying effective schools to the study of effective teacher education?

Interestingly, one of the first steps will need to be the selection of criteria for what makes a more effective teacher educator. Do you suppose we should ask Jere Brophy and Carolyn Evertson to replicate their early correlational studies? What do you suppose they would find if we dared to let them do it?

Related research needs to be done on the content and process of teacher education programs especially as they relate to different client groups. New certification categories will be needed to reflect the national movement toward career ladders. Even without career ladders, we already know enough to see how strange it is to have all elementary school teachers receiving the same preservice training program and the same certificate. It would seem more sensible to have beginning teachers prepare to teach in particular settings (e.g., rural schools) and provide the particular skills and competencies that are important to success in that situation. Also, it seems reasonable to propose that middle school teachers need different skills and competencies than those who are teaching in senior high schools. In addition, the whole realm of pre-five year old teacher education needs much closer examination, especially if some of the recent commission reports about beginning schooling

at earlier ages are implemented. There are researchable questions in this area that will need answers to during the next five years.

Recently, Betty Ward (1983) and others have suggested that presently there are no programs available to train master teachers. Where are these programs going to come from? What institutional arrangements will be most viable and effective for the delivery of such programs?

Bob Howsam (1984) is advocating a definition of power for the profession that has direct implications for the role of master teachers and the relationships between schools and colleges of education. How this issue of professional power is resolved will make a major difference in the form and function of teacher education. What research do we need on the sociology and policies of professional power?

Teacher Educator Training. There is a related set of questions, where are the programs and what are the critical content and processes for preparing teacher educators? My proposed study of teacher education and teacher educator effectiveness could provide the needed information and feedback to programs that are training the teacher educators of tomorrow. Of course, this study will need to anticipate that teacher educators for college settings will likely have to have different skills and competencies than those who will be working in school-based settings.

Studies of the "Real" Teacher Education Program. For my last point I am going to propose an area of research that I would like to see rather than one that I think is a likely extrapolation from where we are. One phenomenon that has become increasingly obvious to me as I practice being a teacher educator is that a significant portion of a teacher's acquisition of teaching skills and competencies takes place outside of formal teacher education experiences.

Although I have attempted to address teacher education across the professional continuum, I want to use a preservice example here.

Last fall I supervised twenty-five interns who were involved in their first field experience, which was a four and a half day a week one semester experience in one elementary school. Being a true believer in the importance of the findings from classroom research, I placed heavy emphasis in my seminars and in supervision on my interns developing skill in management of instruction. For this work I relied heavily on the recent work of my colleagues of the R&D Center (Evertson, Emmer, Clements, Sanford, & Worsham, 1984).

In one seminar one intern commented that the only way she could get her class' attention was to stand in the front of the classroom. If she moved to the side or back, the students did not listen. Another intern immediately observed that she could stand anywhere. When I inquired of each, I found that as you would expect in the first intern's classroom, the cooperating teacher always stood at the front of the class while in the second intern's classroom, the cooperating teacher moved around while instructing.

My prediction is that each of these interns for the rest of their careers will have a tendency to use the approach that they found worked during their first field experience. One will continue to stand at the front of the classroom, the other will rove. I do not wish to argue over which approach is best but rather to point out that teacher education occurred in that experience. That piece of teacher education experience was probably more powerful than all of my carefully developed research-based seminars.

I think that we need to conduct a series of studies that focus on this <u>invisible teacher education program</u>. We should not naively think that we can remove it. Rather we need to begin to understand what it does and just how

pervasive it is. It may be that we do not need more time in the preservice program. Maybe we just need to control more effectively the teacher education experiences that are there. Maybe we just need to understand how to use the invisible teacher education program. It might be cheaper, more effective and more in line with the teacher's professional continuum. At a minimum, it is likely to be humbling to see how naive we are and how easy it may be to have more effective teacher education when you understand how teacher education really works.

IN SUMMARY

I realize that I have wandered across a smoorgasboard of ideas and issues. If nothing else, I hope each of you will have found one idea that will help you think a little more about teacher education and what you can do to help the field to become a discipline and for disciplined inquiry to be taking place in the field. I will leave it to my discussant colleagues to return to the original mission of this session and to provide further reflection about the 1979 agenda building effort, the interim period of teacher education r&d activities and to offer extrapolations for the future.

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